

Inclusion, Special Educational Needs And Disability Policy

Reviewed: March 2025

Next Review: March 2026

Statement of Intent

Shaw Primary is an inclusive school where children aged 3-11 feel safe, happy and valued. Our broad and balanced curriculum is innovative, creative and fun and is taught through exciting topics that support our love of learning and our respectful ethos.

This policy explains how Shaw Primary Academy makes provision for children with Inclusion needs – in line with our ethos and with current legislative requirements. At Shaw Primary Academy, we follow the statutory requirements of the Special Educational Needs Code of Practice (Last updated April 2020 in relation to Covid it still notes January 2015 as the latest edition), referred to as the Code, or CoP, which is available on the link below.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The principles underlying the Code of Practice are:

- Taking into account the views of children, young people and their families.
- Enabling children, young people and their parents/carers to participate in decision-making.
- Collaborating with partners in education, health and social care to provide support.
- Identifying the needs of children and young people.
- Making high quality provision to meet the needs of children and young people.
- Focusing on inclusion practices and removing barriers to learning.
- Helping children and young people to prepare for adulthood.

Legislation

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The legislation (The Children and Families Act 2014) enacted on the 13th of March came into force from the 1st September 2014. The latest SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

One significant change which arose from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with the Education, Health and Care Plan (EHCP).

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Thurrock that have a current EHCP or a new EHCP and those who do not have a plan, but still experience some form of special educational need. The Thurrock SEND Local Offer website includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

Each school has their own local offer which is a part of the Thurrock Local Offer. You can view the Shaw Primary Academy local offer on our school website.

<https://www.shawprimaryacademy.co.uk/>

Rationale

The basis of this policy is the belief that each child is an individual. No two children learn the same, no two children develop at the same rate and different children have different skill sets, needs and abilities. Shaw Primary Academy will aim to keep this fundamental principle at the heart of its provision.

It is recognised, however, that specific children require provision which may necessitate additional time and/or resources to enable them to fully access the curriculum and play a fulfilling role in the life of the school. This Inclusion, Special Educational Needs and Disability (SEND) Policy covers such provision.

We believe that all teachers are responsible for the learning of children with special educational needs. In order to help our children reach their full potential, we aim to identify and overcome 'barriers to learning'. This is achieved through careful planning, targeted resources, varied teaching styles and a stimulated learning environment. Our guiding principle is that of inclusion and a belief, underpinned by our school values, that all pupils are valued and equal.

Aims and Objectives:

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. We maintain, as reflected in our rationale, that every child is unique and special. Every child is given opportunities and support, within a rich and varied curriculum, in a safe, caring and stimulating environment which aims to facilitate each child's chance to reach the highest possible standards.

Objectives

- **To identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parent/carers, education, health and care services and early years settings prior to the child's entry into the school.
- **To monitor and assess the progress and ongoing needs of all pupils** in order to aid the identification of pupils with SEND and their needs and aspirations. Continuous monitoring of those pupils with SEND helps to ensure that they are able to reach their full potential.
- **To plan for appropriate provision based on the identification of needs** in order that children may reach their full potential and aspirations.
- **To carry out appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the Inclusion Manager/SENCo and Senior Leadership Team (SLT) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **To work with parents/carers** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **To work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, other health therapy services, Child and Adolescent Mental Health Services (CAMHS), Social care services, Outreach services from local special schools.
- **To create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged in a variety of ways.

Definitions

Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision that is different from and/or additional to (DFAT) provision made universally for children in school.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

We recognise there is a wide spectrum of needs that can be inter-related. Children will have needs and requirements, which fall into one or more of the four broad categories of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Definitions for the above areas of needs can be found in the CoP pages 97-98 which lists 'Broad areas of need.'

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is "... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".

This definition can include children and young people with long term medical conditions such as asthma, cystic fibrosis, sickle cell, diabetes, epilepsy and cancer, although this, of course, is not an exhaustive list. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they can additionally be covered by the SEND definition and may be included on the school's SEND list. This is usually when a child requires on-going and consistent support to manage their condition without which their education and indeed life would be affected. Children who have medical care plans but do not require on-going support would not necessarily appear on the school's SEND list – these conditions are likely to need support only in emergency circumstances.

The SEND code of practice focuses on meeting these needs in the classroom, and therefore as staff, we accept that the responsibility for meeting the educational needs of all students in our classroom lies with us:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND Code of Practice p.99).

SEND and EAL

Children must not be regarded as having a learning difficulty/SEND solely because the language or form of language of their home is different from the language in which they will be taught.

If needs are identified related to a child's use of English as an Additional Language (EAL) an individual plan to support them will be developed using the same concept, process and procedures of the graduated approach.

Children who do not have a significant need in this area but have identified gaps can be referred for EAL support on a time limited basis to target specific gaps. Children with identified needs requiring provision that is different from and additional to provision made universally for children in school which are related specifically to their EAL needs – although not regarded as a learning difficulty - will have access to all procedures, provision and process outlined for children with SEND needs in terms of arrangements for their Inclusion provision etc.

Arrangements for coordinating Inclusion/SEND provision

The Inclusion Manager/SENCo will hold details of all SEND records for individual pupils and this will be shared with relevant staff, while working files for children with Inclusion needs will be kept by the class teacher.

All staff can access:

- The Shaw Primary Inclusion/SEND Policy.
- A copy of the full SEND and EAL list.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, EAL needs, including EAL plans/provision, Inclusion Education Plans (IEP) (see appendix four), Pastoral Support and Behavioural plans, targets set and provision in place to support needs.
- Practical advice, teaching strategies, and information about types of special educational/EAL needs and disabilities from the Inclusion team.
- Referrals system to seek advice and support as appropriate from the inclusion team for EAL and all 4 areas of identified need.
- The In-school Inclusion provision catalogue, which includes our own created provision guidance specific to our school – information is related to advice on provision at varying levels of need and that available in school through the Inclusion Team.
- The Thurrock Provision Guidance – staff may look at this on the Staff pool and gives information and advice/support related to all areas of SEND and different levels of intervention based on Thurrock wide provision.

Information available through Thurrock's SEND Local Offer

<https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

In this way, every staff member will have complete and up-to-date information about all pupils with Inclusion/special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parent/carers in order to aid the effective co-ordination of the school's Inclusion/SEND provision.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary as available under the Thurrock authority's local offer.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements (see accessibility section below). Additional adaptations and resources are sourced based on the current individual needs of pupils as it is impossible to predict the wide range of needs that we may be faced with in the future.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. This is accessed through the Thurrock Case Management Panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the Head Teacher, Inclusion Manager/SENCo, Senior Leadership Team and governors to agree how the allocation of resources is used.

Identification of Pupils Needs

To support the identification of SEND we use the responses as shown on our SEND pyramid - see Appendix One.

We also use a graduated approach/response – see Appendix Two.

High Quality Teaching (HQT) will be implemented for all children within the school. Within this HQT - All staff have a responsibility for identifying pupils with SEND. Class teachers have the overall responsibility of ensuring that the curriculum will be adapted and delivered in an inclusive way.

Early Identification

We aim to identify pupils with special educational needs as early as possible so that the appropriate support can be put in place to enable them to achieve their potential. All pupils' attainment, achievements and development are carefully monitored by their teacher who is required to provide high quality teaching and learning opportunities and adapted learning for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support/provision will be provided under the guidance of the class teacher for a time limited period and the child will be put on our monitoring list.

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, or developmental norms for particular areas of development, will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities/time limited provision/interventions, that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Inclusion Manager/SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register, they will continue to be monitored for an agreed period of time to ensure progress and attainment is consistent and ongoing as necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being monitored due to concern by parent/carer or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents/carers informally or during parent/carers' consultation meetings.
- i) Termly review meetings – termly parental consultations are used to monitor and assess the progress being made by children with parents/carers.

Where pupils continue to make inadequate progress despite high quality teaching, the class teacher will inform the Inclusion Manager/SENCO as appropriate – this can be an informal discussion and the teacher may then try additional in class based intervention, adaptation or support before a more formal discussion with Inclusion which can happen at any time but will also form a focused discussion during Inclusion progress meetings. The Inclusion Manager/SENCo will continue to monitor and support the class teacher to deliver adapted learning to the child.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing English and maths skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate adapted learning curriculum.
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;

SEND Support

Where it is determined that a pupil does have SEND, they will be added formally to our SEND register and a need type or types allocated based on the individual needs and the parent/carers will be formally advised. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process – '**the graduated response**' – see 6.44-6.56 of CoP:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those provisions and interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the child and their parents/carers. The pupil's views and, where relevant, advice from external support services will also be considered. Any parents/carers concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support, provision and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the provision and interventions being used are developing and evolving as required. Where external support agencies are involved, their work will help inform the assessment of need. Where they are not involved, they may be referred to or contacted, if this is felt to be appropriate, following discussion and agreement from parent/carers. See objectives above for examples of support agencies.

Plan

Planning will involve consultation between the teacher, Inclusion Manager/SENCO and parent/carers to agree the adjustments, targets, interventions, provision and support that is required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parents/carers involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil (including support staff) will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A plan will be recorded in the form of an Inclusion Education Plan (IEP) (see appendix four), Pastoral Support Plan (PSP), Extended Behaviour Plan (EBP), Targeted Behavioural Support Chart (BP) or a possible combination as appropriate.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the provision or interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with learning support assistants to plan and assess the impact of support, provision and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager/SENCo and can be requested by teachers as needed. The provision for children on the SEND register will be recorded on a Provision Map on their IEP's – supported by a timetable as appropriate.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support, provision and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the Inclusion Manager/ SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil. Reviews can be carried out as required but will be carried out as part of the termly inclusion review timetable and will be discussed in termly progress meetings with the Inclusion Manager/SENCo, as part of the termly inclusion review process and as part of the termly review meeting with parent/carers. Progress against objectives/targets/focues and outcomes will be recorded on relevant plans.

Children are involved in every part of the process; their views wishes and feelings are consistently taken into consideration when assessing, planning and reviewing their needs and developing their outcomes and plans.

Exit criteria:

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and adapted learning they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parent/carers, the pupil will be removed from the schools SEND list but will be monitored for at least a term to ensure they maintain their attainment independently.

Accessing specialist support

If at a review meeting concerns are raised despite the additional support in place, it may be deemed appropriate to seek additional advice or assessments from either the school's link Educational Psychologist (EP) and/or other professionals such as the paediatrician, CAHMS, Occupational Therapy service or Speech and Language service etc.

The triggers for involving specialist agencies are:

- Continues to make little or no progress in specific areas over an extended period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and maths skills.
- Has an emotional or social difficulty, which results in behaviour that substantially and regularly

interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory and/or physical needs that are affecting their ability to engage in day to day tasks.
- Has an on-going speech, communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.
- Provision/interventions put in place by the school have had little or no impact on learning or progress.
- Sometimes a child may already have specialist agencies involved, but it may be that they need a review or additional support/advice from them at a time outside of their formal review process and so can be contacted at any time for this.

Referral for an Education Health Care Plan (EHCP)

If a child has lifelong or significant difficulties and despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil including the potential involvement from EP and other professionals, the child has not made expected progress, the school or parents/carers can consider requesting an Education, Health and Care Plan (EHCP) needs assessment. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The request will go to the SEND department and the local authority and they will make the decision on whether a needs assessment will be carried out.

The EHCP replaced the Statement of Special Needs from September 2014.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review but can be taken at any time if identified as needing consideration for this process.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- The child
- Parents/carers
- Teachers
- Inclusion Manager/SENCO
- SLT/Management team
- Other appropriate in school staff e.g. learning support assistants
- Outreach support services – e.g. from specialist provision
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parent/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found via Thurrock's SEND Local Offer:

<https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page?familychannel=2676>

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The school will hold an Annual Review meeting to enable the provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Education, Health and Care Plans [EHCPs]

- a) Following Statutory Assessment, an EHCP will be provided by Thurrock Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parent/carers will be involved in developing and producing the plan.

- b) Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
- d) The child will then be receiving element 3 top up funding from the local authority to enable the support and provision as stated on the EHCP to be put in place in school.

Access to the curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school, as is necessary, taking into account the wishes of their parent/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager/SENCo will consult with the child's parent/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and through appropriate external training. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group support is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Headteacher and Inclusion Manager/SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parent/carers and pupils throughout the year. This is done in the form of discussion and collecting views of parent/carers and children and through progress/review meetings with parent/carers and children. Pupil progress will be monitored and reviewed on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on children's plans as listed above, which are updated termly. These are updated by the class teacher in collaboration with Inclusion Manager/SENCo as part of termly inclusion pupil progress meetings. These reflect information passed on by class teachers and the Inclusion Manager/SENCo at the beginning of an academic year as part of the transition process and are adapted following assessments and the graduated approach throughout the year. Provision and interventions are monitored and evaluated by the class teachers and Inclusion Manager/SENCo, and these are discussed as part of the school's pupil progress process and information is fed back to the SLT, staff, parent/carers and governors. This helps to identify whether provision is effective.

Continued Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Inclusion Manager/SENCo deliver appropriate internal training as required and attend relevant SEND courses and meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. Training and development also occur whenever external agencies come into school to visit specific children and they provide staff with support, advice and modelling.

Links to support services

The school continues to build strong working relationships and links with external support services and other schools to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with other schools and support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Manager/SENCo who will then work with the support service/s to inform the child's parent/carers.

Working in partnerships with parent/carers

Shaw Primary Academy believes that a close working relationship with parent/carers is vital to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social/emotional and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parent/carers is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager/SENCo may also signpost parents/carers of pupils with SEND to parents/carers support services/support/groups such as PATT SENDIASS and the Thurrock SEND Family Forum - where specific advice, guidance and support can be accessed. Any information on parents/carers services/support/groups is put onto the Special Educational Needs page on the school website, published in our monthly school newsletter and emailed to parents/carers.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child as appropriate and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

Links with other agencies and voluntary organisations

Shaw Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The Inclusion Manager, supported by SENCo, is the designated person responsible for liaising with other agencies.

Transition

On admission to our school, the Inclusion Manager/SENCO manages the admission of pupils with SEND to the school through liaison with parent/carers, external agencies as appropriate and if applicable previous schools/settings. Information is shared, as necessary, about the needs of the child and the support that will be required in liaison with parent/carer/s. The Inclusion Manager/SENCO will then support the class teacher and other support staff in preparing for the child's admission. This will include ensuring any relevant training needs are met and appropriate paperwork is shared. Additional visits to school may be offered for the parents/carers and

child, to supplement any other admissions arrangements for new children to the school. For children beginning in Reception, the Inclusion Manager/SENCo and other school staff may make visits to their nursery or pre school setting during the term before they start with us. Where appropriate, these children will be given a Summer transition book of photos to prepare them for September.

When children join us from a different school, they are invited to look round the school first and will have the opportunity to meet their new class teacher. To help a child settle into our school, their class teacher will also allocate them a peer buddy from their class.

In the summer term, all children spend a morning session with their new class teacher. Teachers meet to share information about a child's strengths and areas that they need additional support in, to ensure that there is a consistent approach to meeting their needs. If a child has an EHCP, parents/carers will be invited to meet their child's new class teacher and Learning Support Assistant if appropriate towards the end of the summer term. All SEND paperwork and information about DFAT provision and interventions is shared with the child's new class teacher to ensure continuity of provision for the child's needs. LSAs who work with the child/ren may also carry out additional transition work involving preparing the child for the changes that are going to take place. LSAs will also be updated about any needs of the children in their class. Where appropriate, children will be given a Summer transition book of photos to support them over the summer break and prepare them for September.

As the year six children prepare to move to secondary school, the Inclusion Manager/SENCO will liaise with the children's secondary schools to ensure information regarding their special educational needs is shared. This supports a smooth transition for the next stage in the children's learning journey. Secondary school SEND staff are invited to visit the children in their primary setting and meetings are often held with primary and secondary staff and parent/carers prior to them starting secondary school. If appropriate and offered by the secondary school, an extended transition programme may be put into place where children will have extra opportunities to visit their new setting and meet key staff.

Accessibility

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

Shaw endeavours to meet the requirements of this act by striving to make ‘reasonable adjustments’ to provide access and support for pupils and adults who are disabled including two disabled toilets. We will provide written information in different formats when required for individual purposes. We access any additional equipment required to enable pupils to access the school/curriculum by liaising with the appropriate departments at the Local Authority and appropriate professionals.

All outside areas and routes into our buildings are wheelchair accessible. Our Accessibility Policy includes an action plan to improve physical, curriculum and information access at our school. A copy of this is available on our school website.

Social and Emotional Well-being and Mental Health

Shaw has a very supportive and nurturing ethos, with a clear commitment to supporting and developing children's social and emotional needs. All of the children at Shaw are provided with support and guidance in terms of their social and emotional well-being through Citizenship. We also plan themed days and weeks throughout the school year aimed to support their social and emotional well-being. For example, Anti-bullying week, On-line safety, Aspirations week, Mental Health Day/Week.

Shaw is committed to meeting the social, emotional and mental health needs of our pupils and have a dedicated Inclusion Team who are able to support this area of need as required – this includes the Inclusion Manager, SENCO, Pupil Behaviour and Wellbeing Lead (PBWB), Family and Parental Support Officer and Canine Assistance Dog, as well as allocated support staff who can deliver identified provision and/or intervention when needed. Teachers, in discussion with the Inclusion Team, also have access to a range of resources designed to facilitate children developing strategies to support their emotional wellbeing. Children with social

and emotional difficulties will be referred to this team by their class teacher. They will then be discussed with the Inclusion Team and if appropriate then support put in place for them. Parents/carers will be fully involved in this process to ensure that their views are heard and also that there is a consistent approach in supporting the child from both home and school.

Children with significant difficulties who are unable to follow the school behaviour policy will have an individual behaviour plan written for them. For children 'at risk of exclusion', a Pastoral Support Plan will be put in place involving parents/carers, school staff and outside agencies when appropriate. When it is identified that a pupil finds a certain time of the school day difficult, provision and interventions will be put into place to support at these times. For example, if a child finds lunch times difficult, they can be offered or designated alternative provision e.g. may be part of lunchtime spent having support from the Management team. Provision will be addressed on an individual basis to ensure a child's social and emotional needs are met.

For children with additional social and emotional needs we may provide individual or group sessions with a learning support assistant or with a member of our Inclusion Team, as appropriate. These sessions may include provision and/or interventions to help support the social and emotional needs of children for example: building self-esteem, anger management, social stories, drawing and talking therapy etc. These sessions may be supported by the presence of or direct work with our Canine Assistance dog if appropriate.

Supporting Pupils at School with Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. When required Individual Healthcare Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Some children may need support with the administration of medication, and this is supported at the discretion of the school in line with our Supporting Children with Medical Conditions policy. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have Special Educational Needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school, working with Health and Parent/carers together ensure Health Care Plans are written to support pupils at school with medical conditions.

Please refer to our policy: Supporting Children with Medical Conditions.

The Governing Body

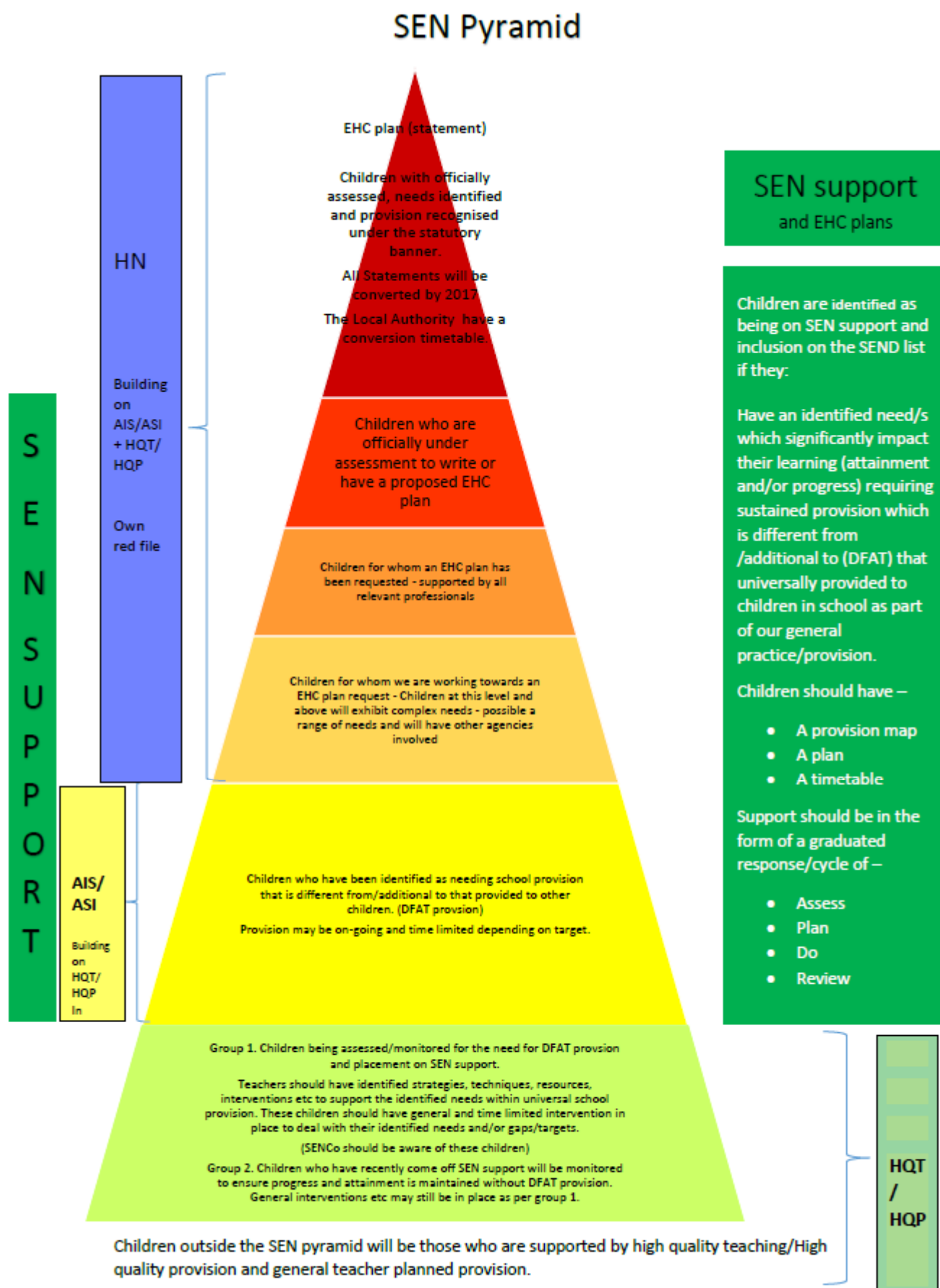
The Governing Body, in co-operation with the Head Teacher, is responsible for the Inclusion SEND Policy within the school and has statutory duties under part IV of the Education Act 1996. The governors will have regard to the Special Educational Needs and Disability Code of Practice and the Disability Rights Code of Practice for Schools.

The school governors have specific responsibility to:

- do their best to ensure that the necessary provision is made for any pupil who has SEND
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND
- ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
- ensure that parent/carers are notified of a decision by the school that SEND provision is being made for their child.
- ensure that the budget for SEND is allocated appropriately.

- appoint a Governor who will have oversight on behalf of the Governing Body of special needs provision.

This policy will be reviewed annually in line with the annual update of the Shaw Primary Academy's Local Offer.



Appendix Two - A Graduated Approach to SEND

Action	SEND Pyramid – children would be:	Who is involved?	What is involved?	Next Steps
High Quality Teaching (HQT) only - Adapted learning	Outside of the pyramid	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations/assessment etc in a variety of contexts and in discussion with relevant staff - a pupil is not making expected progress, or maintaining ARE we will consider providing the child with appropriate intervention which will be organised by the class teacher in collaboration with relevant staff e.g. Key stage lead and planning team etc.
As above plus Monitoring for placement on or off SEND list - time limited intervention/ provision etc is in place – children taken off SEND list are monitored at this level.	Green section	The class teacher is responsible for differentiating work for all the pupils. The class teacher will discuss additional provision with relevant staff e.g. Key stage lead as appropriate and may seek support/advice from the Inclusion Team – to plan time limited intervention to support the child to ARE. Some intervention may be needed on a longer plan or several interventions may be needed but it is expected that the child with this support will reach ARE.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. KS Lead assists with strategic planning for KS intervention. Appropriate staff may be approached for advice on intervention/provision.	If, after observations in a variety of contexts and in discussion with parent/carers, a pupil is not making adequate progress, we will consider placing the child on the SEND list at SEND Support. The teacher responsible for the child informs the SENCO of the concern.
As above plus SEN Support – Additional school Intervention Support (AIS) begins at a level ‘different from and additional to’ (DFAT) that usually provided	Yellow section	The child is placed on the SEND register at SEN Support. Appropriate interventions are identified and implemented – this could involve the Inclusion Team interventions. Parent/carers are fully involved in this process and are provided with copies of their child SEND paperwork. Advice may be sought by the Inclusion Manager/SENCO from an external agency with agreement from the child’s parent/carers dependent on the area of need, level of need and progress towards targets. The teacher and staff working with the class involved deliver the plan of action once this advice has been received. They may be supported by a member/s of the Inclusion team if they can provide appropriate intervention or advice.	Additional and/or different activities/resources/interventions/strategies etc are put in place to meet the needs of the pupil. Targets are identified to help address the child’s barriers to learning/additional needs. Suggestions for support at home are considered with the parent/carers. Parent/carer and Pupil views are recorded on the child’s plan and provision is recorded on a provision map and timetable. The child’s targets and intervention may be adapted with parent/carers based on the additional guidance given from external agencies/Inclusion team as they become involved. The advice is implemented in class using the strategies and additional/different resources suggested. The child’s progress is monitored carefully by the class teacher and SENCO. Further support from home is considered.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from external agencies. The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider either accessing further advice from external agencies and/or contributing evidence towards a request for EHC assessment.
Education Health Care Plan	Amber through Red section	The Inclusion Manager/SENCO, parent/carers, child, and other professionals work together to contribute evidence to request an EHCP – if this is successful, they will work together to produce a plan. The class teacher has responsibility for ensuring this plan is implemented with support from the Inclusion Manager/SENCO and other professionals.	Once an EHCP has been given, short term targets are identified to support the child in working towards their long term aims. This plan is reviewed at regular points throughout the year, with involvement from school staff, parent/carers, the child and other professionals. The plan will have a full annual review once each year at an appropriate time – when longer term objectives etc are reviewed and adapted as necessary.	A request is implemented and sent to Thurrock. An assessment is agreed or not and the relevant actions taken e.g. EP involvement. A draft is issued. Final EHCP agreed and in place. If the child makes good progress and their barriers to learning are reduced, at an Annual Review, it may be collectively decided that they no longer require an EHCP or that their level of support can be reduced. If despite an EHCP, a child continues to experience difficulties, further assessments/ outside professional support may be requested.

Inclusion Education Plan 20**-20**	
DOB:	SEN Support/EHCP: SEN support
Year Group:	Area/s of need: Communication and interaction Cognition and Learning Social, Emotional and
Class:	Mental Health Physical and/or Sensory
	SEN Support began:

Termly Expected Outcomes and Progress

	Summer/Autumn	Autumn/Spring	Spring/Summer
Communication and Interaction			
Cognition and Learning			
Social Emotional and Mental Health			
Physical and Sensory			

Provision	Summer 2024/Autumn 2024		Autumn 2024/ Spring 2025		Spring 2025/ Summer 2025	
Area of Need	Provision – What? By who? How often? Group size?		Provision – What? By who? How often? Group size?		Provision – What? By who? How often? Group size?	
Communication and Interaction			•		•	
Cognition and Learning			•		•	
Social, Emotional and Mental Health			•		•	
Physical and/or Sensory			•		•	
Any other plans/professionals/outside agencies involved (see details of plans in inclusion folders)			Any other plans/professionals/outside agencies involved (see details of plans in inclusion folders)		Any other plans/professionals/outside agencies involved (see details of plans in inclusion folders)	
Comment from child on new targets:	Comment from parent on new targets/provision.		Comment from child on new targets:	Comment from parent on new targets/provision.	Comment from child on new targets:	Comment from parent on new targets/provision.

Progress Review	Summer 2024/Autumn 2024		Autumn 2024/ Spring 2025		Spring 2025/ Summer 2025	
Communication and Interaction						
Cognition and Learning						
Social Emotional and Mental Health						
Physical and/or Sensory						
Child's views	Comments from child/their views on progress	Comments from parents on progress and any concerns	Comments from child/their views on progress	Comments from parents on progress and any concerns	Comments from child/their views on progress	Comments from parents on progress and any concerns
How do I feel about what I have achieved this term?						
What do I think I have done well?						
What do I think I need more help with?						
Signatures:						

Inclusion/SEND progress review meeting **Class:** **Academic Year:**

Group 1: Children who are NOT SEND and are NOT yet monitored for SEND – who are causing concern due to lack of progress – these children should already be receiving a level of ‘in class’, teacher planned intervention and potentially some Inclusion intervention in class or from Inclusion Team- Discuss interventions, can more or different support be implemented to support progress or impact barriers or gaps? Decide if they need to be named as officially monitored. If so what different from– additional to (DFAT) time limited intervention or support will be implemented? How long will this be offered before a decision to elevate to SEND and official plans is made/discussed? Etc. **Note if Inclusion Team are involved and also any other professional involved or plans are in place.**

	Data :						Summer/Autumn Review	Autumn/Spring Review	Spring/Summer Review
Children from group 1 as noted above.	End of last year Performance descriptor	Historical data concerns? Y/N	Data This Year			Area/s of concern –	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour
Name			Autumn Performance descriptor	Spring Performance descriptor	Summer Performance descriptor				
	R: W: M: Other:	N	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:				
	R: W: M: Other:		R: W: M: Other:	R: W: M: Other:	R: W: M: Other:				
	R: W: M: Other:		R: W: M: Other:	R: W: M: Other:	R: W: M: Other:				

Group 2: Children who are currently already on our monitoring system – they have been placed on M+ and are receiving different from–additional to (DFAT) time limited intervention or support already to ascertain if they need to be on SEND register or if they needed a limited time of DFAT to get them back on track – fill gaps but do not have ongoing barriers to learning- Have the time limited DFAT interventions/support been successful and the children no longer needs official monitoring? They would no longer be a concern in terms of potential SEND – they may need some ongoing in-class/teacher planned intervention to keep them on track. If there are still concerns around progress then: Discuss interventions, can or should more or different support be implemented to support progress or impact barriers or gaps? Should the child remain M+ or has the graduated response proved the child should be on the SEND register – if so what category – what is going to be done differently or continue that is DFAT provision – has this been discussed with parents at all – if not when will it be? Etc. **Note if Inclusion Team are involved and also any other professional involved or plans are in place.**

		Data : No Data Available					Summer/Autumn Review	Autumn/Spring Review	Spring/Summer Review
Children from group 2 as noted above.	End of last year Performance descriptor	Historical data concerns? Y/N	Autumn Performance descriptor	Spring Performance descriptor	Summer Performance descriptor	Area/s of concern –	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour
Name									
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:					
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:					

Group 3: Children who have been taken off the SEND register in the last 2-3 terms and whose progress is being monitored to ensure barriers-gaps etc have been resolved and progress is appropriate. (M-) Discuss progress and attainment and level of intervention/support needed – if any – to support appropriate/expected progress. Would this indicate ongoing issues and need to continue to monitor or put in any additional support etc again – possible M+ or SEND again? Etc. **Note if Inclusion Team are involved and also any other professional involved or plans are in place.**

							Summer/Autumn Review	Autumn/Spring Review	Spring/Summer Review
Children from group 3 as noted above.	Data :				Date placed on M- (Came off SEND)	Area/s of concern – SEND area or subject or potential need type etc.	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour
Name	End of last year	Autumn	Spring	Summer					
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:					
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:					
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:					

Group 4: Children who are on the SEND register. Initially discuss attainment and progress to words year group expectations – if there is no or little progress please discuss reasons for this and what plans are going forward to impact this – what else needs to be planned or adapted etc. Please note if this is a child whose needs dictate the main focus is on small steps progress via the IEP and EHCP – (These children should have an EHCP and be on the severe end of the SEND spectrum – they will have multiple other professionals involved – they will have a personalised curriculum focus and be working well below peers for notable reasons) – if a child does not come into this group and are at the less severe end of the SEND spectrum then progress in line with peers should be achievable with DFAT provision to overcome barriers or progress should be seen at some notable level in attainment – please discuss reasons, provision , plans moving forward. Etc. **Note if Inclusion Team are involved and also any other professional involved or plans are in place.**

								Summer/Autumn Review: October 2023	Autumn/Spring Review: February 2024	Spring/Summer Review: June 2024
Children from group 4 as noted above.	Data :				Date placed on SEN	Is child at severe end of SEND spectrum with own individualised curriculum:	Area/s of concern – SEND area or subject or potential need type etc.	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour	Notes and comments – as per group criteria above – (If Y for Historical data concerns please ensure discussion noted here) Actions by SENCO noted at the bottom in bold and colour
Name	End of last year	Autumn	Spring	Summer						
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:						
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:						
	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:	R: W: M: Other:						

Children Working with Inclusion Team

Review period	Inclusion Manager/SENCo	Speech and language support worker	Fry	Pupil Behaviour and Wellbeing Lead involvement	SEMH LSA
Summer/ Autumn					
Autumn/Spring					
Spring/ Summer					